

Course Outline

COURSE:	LAWS 4903A – Is Religious Freedom a Human Right?
TERM:	FALL 2021
PREREQUISITES:	LAWS 2908 and fourth-year Honours standing
CLASS:	Day & Time: Tuesdays 11.35 - 14.25
	Room: This course is offered online.
	Please check Carleton Central for current Class Schedule.
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Via Zoom (please contact Dr. Adrian for an appointment)
	Office Hrs: All Office Hours will be held by zoom and pre-arranged. All Students are strongly encouraged to make an appointment with Dr. Adrian.
	Email: melanie.adrian@carleton.ca

Please note: This course will be delivered using a combination of online videos, podcasts, readings and "live" sessions using the Zoom conferencing platform.

These live sessions will be held during our regularly scheduled class time. Students will meet in their Book Clubs at 11.35 – 12.30; tutorial begins at 1pm.

CALENDAR COURSE DESCRIPTION

The topics of this course vary from year to year and are announced in advance of registration.

COURSE DESCRIPTION

This course will consider the legal, theoretical, and theological interconnections between religion and human rights. The course will familiarize students with key concepts including definitions of human rights and religious freedom, secularism and universalism. Attention will be paid to the interdependence of legal and religious perspectives. These fundamental concepts will be brought into dialogue through a series of case studies from, for example, Turkey, India, Canada, and the USA.

REQUIRED TEXTS

All mandatory reading and audio-visual materials are available on the course website. No books or materials need to be purchased for this course.

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

1. **Video Statements (30%):** Students will be asked to submit 3 video statements. Statements should be a maximum of 2 minutes and address an issue/course theme and engage with at least one **reading and one other resource** from the previous weeks. The statements must engage substantively with theoretical ideas encountered in the class that we have discussed in the previous weeks. A theoretical idea is a ‘big picture’ concept. A good rule of thumb is: if you can describe it, it’s not theory. Theory is more regularly debated rather than described. For example, a theoretical argument might engage distinct approaches to secularism or the tensions inherent in the legal definition of religious freedom.

Video statements are **due September 28, October 19 and November 23**. All statements are due by 11pm on the course website on these days. Please be aware that the system will automatically shut at 11pm. After this time, a late penalty will be applied (see below). Please ensure that your submission is fully uploaded at this time (Tip: don’t start uploading at 10.55pm). For more information, please see the grading rubric on the course website.

2. **Tutorial Attendance (10%):** We will be meeting for a tutorial on zoom once a week for about an hour and a half. Tutorial will begin promptly at 1pm. There are 12 tutorial meetings and students must attend 10/12 *in their entirety* and make a substantive contribution at each session for full marks. This grade will also consider the timely response to the peer review assignment. [Please note, we are NOT meeting during reading week on October 26.]

Zoom link for live tutorial:

<https://carleton-ca.zoom.us/j/96213281877>

Meeting ID: 962 1328 1877

Passcode: 033932

3. **Book Club Attendance (10% Peer Review):** Students will be meeting with their peers for Book Club once a week before the live tutorial. This is a time for students to discuss the reading materials for the week, debate relevant issues and clarify points of note. It will also be a time to formulate questions for discussion in the live tutorial. Please note that Book Club attendance and contributions will be subject to peer review. Your first book club meeting is on September 28. You will be evaluated by yourself and your peers for your efforts in book club. See grading rubric. **Peer evaluations are due on or before December 10 at 11pm.** You will be sent a link for this evaluation. All peer evaluations are subject to instructor review.

4. **Final Paper Proposal (15%):** This is a short 2-page document that proposes a final essay for the course. One page outlines the topic and main issues the paper will address. The second page includes a bibliography with at least 7 peer-reviewed academic primary sources. Please see guide and grading rubric on course website for more information. **DUE: November 16 by 11pm on the course website.**

5. **Final Paper (35%):** Students will be asked to write a 15-page paper on a subject of their choosing that is related to the course themes. Students are encouraged to meet with Dr. Adrian to discuss their topic. For more information, please see the grading rubric and outline of the assignment on the course website. **All papers are due on December 10 at 11pm.**

In Summary:

What	When	Where	Notes
Attendance at Book Club	Weekly at 11.35	Student organized zoom or other video software	First Book Club meeting is September 28; self and peer evaluation
Attendance at live tutorial	Weekly at 1pm	On zoom https://carleton-ca.zoom.us/j/96213281877 Meeting ID: 962 1328 1877 Passcode: 033932	Tip: Show up, turn camera on and contribute
Video Statements	September 28, October 19 and November 23	Submit on course website	Submission portal closes promptly at 11pm
Final Paper Proposal	November 16 at 11pm	Dropbox on course website	Submission portal closes promptly at 11pm
Final Paper	Friday, December 10 at 11pm	Dropbox on Course website	Submission portal closes promptly at 11pm

A note about Book Clubs: Students will self-select into their Clubs. Maximum of 4 students per Club. Please let Dr. Adrian know by September 24 who is in your Book club; students will be randomly assigned to a Book Club after this date. Check it out early! Remember: Your choice. Your Club.

[Here is a link from Carleton with resources on how to use Zoom.](#)

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Policy on late submission of work: Late submissions will be deducted one letter grade per 24 hours (including weekends). Thus, a paper/proposal etc. with a value of B+ due on Wednesday would be given a B on Thursday and C+ on Monday.

Extensions: The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form on the course website and submit it to the instructor prior to the assignment due date. **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

Brightspace – Help

For general help with **Brightspace**, [go here](#). Here is a [great set of videos](#) to help you understand how to navigate Brightspace. Go here for the [Brightspace community](#) where you can find answers to your questions.

Important Information from Dr. Adrian that YOU NEED to read:

Please, read this outline: Students are responsible for knowing the information contained in this outline and for following instructions on assignments. If you have any questions, please, read the outline, read the guidelines and grading rubrics. If questions remain, feel free to e-mail Dr. Adrian.

On the themes of this course: we will be discussing sensitive and controversial issues in this class. There is no doubt that there will be differing ideas on right and good. Everyone must do their best to be respectful at all times. Racist, misogynist and otherwise inappropriate comments will not be tolerated.

Tutorials: Please turn your cell phones, computer alerts or other distractions off while we are in tutorial. We are going to try, as best we can, to come together to discuss and learn – and we only have an hour a week to do so. Texting or doing other things while on a call gives others the impression that you have better and more important things to do with your time. I would strongly encourage you to put your cameras on. It will help all of us learn better if we can see one another. Plus, it is just weird speaking about these important and sensitive issues with black screens.

Reading and Participation: This class will succeed or fail based on your commitment. You should be coming to tutorial having done the reading and prepared to contribute to a discussion. The texts are important, but you, the students, are the greatest resource. You all bring different perspectives and distinctive ways of thinking to the class. Speak up. Be heard.

Hey Folks, we are (still) Living through a Pandemic: I know that you know this. Obviously. So, here's the thing: it's been a long slog for most of us. The financial, emotional and psychological costs that we are all living will likely keep weighing on us in various forms throughout this term. While we are all suffering in one way or another, it has been shown that the effects of this virus are [felt disproportionately by racialized and poor communities](#). So, while we are in this together, some of us are living this differently. Let's keep this in mind as we make our way to learning in this semester.

My hope is that we can be *led* by kindness, compassion and increased communication. I also hope that we will help one another understand new technologies, that we will give each other time to respond, and that we work collaboratively more than ever.

SEMESTER SCHEDULE

Week 1: Introduction / COVID-19

Themes: Religion and Public Health Emergencies – a Right to Gather?

September 14

Required Reading:

1. **Case:** *Calvary Chapel Dayton Valley, Applicant v. Steve Sisolak, Governor of Nevada, et al*

Required Viewing:

2. Video: [Natasha Bakht on 'How to read a case.'](#) [17:15]
3. [Berkley Centre Zoom Meeting on the COVID-19 Crisis and Religious Gatherings](#) [1:11:43]
4. [António Guterres Addressing Counter COVID-19 Related Hate Speech](#) [2:22]
5. [How COVID-19 is inflaming India's social and religious tensions](#) [7:03]
6. [Ramadan Call to Prayer in Windsor](#) [1:52]
7. [Toronto Sun: Church bells ringing in Toronto and the rising interest in religion](#) [1:24]

Week 2: What is Religion?

Themes: How is Religion Defined? Who Defines Religiosity?

September 21

Required Reading:

1. **Case:** *Syndicat Northcrest v Amselem* [2004] 2 S.C.R. 551
2. **Legislation:** *Canadian Charter of Rights and Freedoms*, sections 2 and 15
3. Woodhead, Linda. 2011. "Five concepts of religion." *International Review of Sociology* 21 (1): 121-143.
4. Birdsall, Judd, and Lori G. Beaman. 2020. Faith in numbers: Can we trust quantitative data on religious freedom and religious affiliation? (Report, 22 June 2020) *The Transatlantic Policy Network on Religion & Diplomacy*. Cambridge, UK: Cambridge Institute on Religion & International Studies.
5. McGuire, Meredith. 2008. *Lived Religion: Faith and Practice in Everyday Life*. New York: Oxford University Press OR Ammerman, Nancy T. 2020. "Rethinking Religion: Toward a Practice Approach." *The American Journal of Sociology* 126 (1): 6–51.

Required Viewing:

6. [6 lenses for looking at religion](#) [10:38]
7. Documentary: *I, Pastafari* [56:00]
8. Bruce Ryder talking about religious freedom and equality rights in Canadian law [11:00] (Available on course website)

Suggested Reading:

9. Habermas, Jürgen. 2008. “Notes on post-secular society.” *New Perspectives Quarterly* 25 (4): 17-29.
10. Davie, Grace. 2007. “Believing without Belonging to Vicarious Religion: Understanding the Patterns of Religion in Modern Europe.” In *The Role of Religion in Modern Societies*, edited by Detlef Pollack and Daniel V. A. Olson, 165-176. New York: Routledge.

Week 3: Is Religious Freedom a Human Right?

Themes: Boundaries and Limits of Rights; Religion and State

September 28

Required Reading:

1. **Case:** *Kwazulu-Natal and Others v Pillay* (CCT 51/06) [2007] ZACC 21
2. **Legislation:** [ICCPR Art. 18](#), [UDHR](#)
3. Witte Jr, John, and M. Christian Green. Introduction to *Religion and Human Rights: An Introduction*, edited by John Witte Jr. and M. Christian Green, 3-24. Oxford University Press, 2011.
4. Beckford, James A. and James T. Richardson. “Religion and Regulation.” In *The SAGE Handbook of the Sociology of Religion*, edited by James A. Beckford and N. J. Demerath III, 396-418. London: SAGE.

Required Viewing:

5. [Animation on religious freedom and international legislation](#) [under 10 minutes]
6. [The right to manifest \(practice\) religion or belief](#) [8:38]
7. [Elizabeth Shakman Hurd on The Politics of Religious Freedom](#) [47:43]
8. [Jenna Reinbold on Seeing the Myth in Human Rights](#) [21:04]

Week 4: USA

Themes: Competing Rights, The Limits of Freedom and Religious Compulsion

October 5

Required Reading:

1. **Case:** *Masterpiece Cakeshop vs Colorado Civil Rights Commission*
2. **Legislation:** First Amendment to the United States Constitution
3. McGraw, Barbara A., and James T. Richardson. 2019. “Religious Regulation in the United States.” *Oxford Research Encyclopedia of Politics*.
4. Sullivan, Winnifred Fallers. 2018. [“Is Masterpiece Cakeshop a Church?”](#) *The Immanent Frame*, June 8.

Required Viewing:

5. [NPR: “Gay Couples’ Rights Vs. Artistry in Supreme Court Case”](#) [2:51]
6. [ABC News: “SCOTUS same-sex wedding cake decision”](#) [9:06]
7. [Oral Argument for Masterpiece Cakeshop v. Colorado Civil Rights Commission](#) [1:28:12]
8. [CityNews: “Videographer refused to film same-sex wedding”](#) [2:09]
9. Documentary: *Hail Satan?* [1:34:29] (Available on Ares)

Suggested Reading:

10. Jakobsen, Janet R., and Ann Pellegrini. 2004. *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*. Boston: Beacon Press.

Week 5: Canada

Themes: Citizenship, Living Religion and State, Neutrality, Accommodation

October 12

Required Reading:

1. **Case:** *Canada (Citizenship and Immigration) v. Ishaq*, 2015 FCA 194
2. **Legislation:** Bill 21
3. Jedwab, Jack. 2019. [“Multiculturalism and Interculturalism: Lifting the Veil.”](#) *The Canadian Institute for Identities and Migration*.
4. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Introduction, P. 3-23;

Required Viewing:

5. [Limitations to Freedom of Religion or Belief](#) [19:46]
6. [Prof. Robert Leckey on the Quebec secularism law one year later](#) [22:04]
7. [Podcast on Producing Islams in Canada: “The Niqab Ban Unveiled.”](#) [16:28]
8. [CBC News: The Politics of the Hijab in Canada](#) [6:48]
9. [Canadian Civil Liberties Association on Bill 21](#) [2:27]
10. Documentary: [Muneeza in the Middle](#) [54:00]

Suggested Reading:

11. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Chapter 1 (Figures that Haunt the Everyday), P.24-62; Chapter 3 (Secularism in Canada), P.89-120; Conclusion, P.178.

Week 6: Canada

Themes: Religion, Indigeneity and the Environment

October 19

Required Reading:

1. **Case:** *Ktunaxa Nation v. British Columbia*

2. **Legislation:** UNDRIP
3. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. “A Comment on Terminology” P.XIII-XVII; Introduction, P.3-28; Chapter 1: The Depth of Religious Freedom, P.29-49.
4. Please complete both Indigenous Learning Bundles (Course Website for week 6).

Required Viewing:

5. [How UNDRIP Changes Canada’s Relationship with Indigenous Peoples](#) [5:12]
6. [Interview with Val Napoleon and Rebecca Johnson](#) [29:55]
7. [CBC Radio: John Borrows on First Nations and human rights](#) [53:58]
8. [How New Zealand’s Maori Won Personhood for a River](#) [17:01]
9. [Kent Monkman painting gallery](#)

Suggested Reading:

10. Borrows, John. 2018. “Earth-Bound: Indigenous Resurgence and Environmental Reconciliation.” In *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*, edited by Michael Asch, John Borrows, and James Tully, 49-81. Toronto: University of Toronto Press.
11. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. Chapter 2: Secularization, Dispossession, and Forced Deprivatization” P. 50-77; Chapter 6: The Potential and Limits of International Mechanisms of Redress, P. 162-183.

Fall Break - No Classes

Week 7: India

Themes: Religion and Our Planet

November 2

Required Reading:

1. **Case:** *Mohd Salim v State of Uttarakhand & Others*
2. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Introduction, P.1-18.
3. Kodiveri, Arpitha. 2019. [“If nature has rights, who legitimately defends them?”](#) OpenGlobalRights, March 21.
4. Alley, Kelly D. 2019. “River goddesses, personhood and rights of nature: implications for spiritual ecology.” *Religions* 10 (9): 502.

Suggested Reading:

5. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Part I, P. 19-72.

6. Jenkins, Willis. 2017. “Feasts of the Anthropocene: Beyond Climate Change as a Special Object in the Study of Religion.” *South Atlantic Quarterly* 116: 69–81.
7. Sen, Ronjoy. 2016. “Secularism and Religious Freedom.” In *The Oxford Handbook of the Indian Constitution*, edited by Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta, 1396-1423. Oxford: Oxford University Press.

Required Viewing:

8. [Linda Sheehan on Codifying Nature’s Rights in Human Law](#) [19:18]
9. [India Coronavirus Lockdown Improves Water Quality of River Ganga & Yamuna](#) [3:48]
10. Documentary: [Life on the Ganges](#) [10:00]

Suggested Viewing:

11. Documentary: [Anthropocene: The Human Epoch](#) [1:27:00]

Week 8: Australia

Themes: Religion, Identity and Equality

November 9

Required Reading:

1. **Case:** *Israel Folau v Rugby Australia Limited & Anor*
2. **Legislation:** [Revised Religious Discrimination Bill 2019](#)
3. Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Chapter 16 (Marriage Registrars, Same-Sex Relationships, and Religious Discrimination in the European Court of Human Rights).
4. Evans, Carolyn, and Cate Read. 2020. “Religious freedom as an element of the human rights framework.” In *Freedom of Religion or Belief: Creating Constitutional Space for Fundamental Freedoms*, edited by Paul T. Babie, Neville G. Rochow and Brett G. Scharffs, 20-39. Cheltenham, UK: Edward Elgar Publishing.
5. Croome, Rodney. 2011. ““True and Good Citizens.”” *Overland* 203: 15-25.

Required Viewing:

6. Interview with Douglas Ezzy (Link of course website)
7. [Podcast on Religious Freedom in Australia and the Religious Discrimination Bill](#) [51:11]
8. [ABC: Q&A on Israel Folau, Religious Freedom and Vulnerable Australians](#) [6:49]

Suggested Reading:

9. Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Read Part 5: The Two Concluding Perspectives.

Week 9: Italy

Themes: Culture and religion; majority/minority relations

November 16

Required Reading:

1. Case: *Lautsi and Others v. Italy*
2. Beaman, Lori G. 2012. "Battles over symbols: the religion of the minority versus the culture of the majority." *JL & Religion* 28 (1): 67-104.
3. Hutchinson, Sikivu. 2018. "Respectability Among Heathens: Black Feminist Atheist Humanists." In *Humanism and the Challenge of Difference*, edited by Anthony B. Pinn, 37-50. Cham: Palgrave Macmillan.

Required Viewing:

4. Interview: Effie Fokas
5. [Vice News: "The Far-Right Is Trying to Make Crucifixes Mandatory in Italy"](#) [5:56]
6. [Journeyman Pictures: "Clashing over the Crucifix"](#) [8:09]
7. [Changing world map of religious nones](#) [0:49]
8. [Uffizi Gallery in Florence, Italy displaying crucifixes in Italian art](#)

Suggested Reading:

9. Beaman, Lori G. 2020. *The Transition of Religion to Culture in Law and Public Discourse*. New York: Routledge.
10. Astor, Avi, and Damon Mayrl. 2020. "Culturalized Religion: A Synthetic Review and Agenda for Research." *Journal for the Scientific Study of Religion* 59 (2): 209-226.

Week 10: Turkey

Themes: Secularisms and Republicanism Reconsidered

November 23

Required Reading:

1. **Case:** *Hasan and Eylem Zengin v. Turkey*
2. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Introduction (The Hegemony of Secularism, Gender and Space), P.1-20.
3. Kardam, Filiz, and Kurtulus Cengiz. 2011. "Republican citizenship in Turkey: Historical development, perceptions and practices." *Middle Eastern Studies* 47(1): 151-165.

Required Viewing:

4. Interview with Onder Kucukural & Kurtulus Cengiz
5. [AFP News: "Rise of Islamic schools causes alarm in secular Turkey"](#) [2:43]
6. [TIME: "Turkey's Unconventional Muslim Minority"](#)[3:05]
7. [International Reporting Project: "Religion in Secular Turkey"](#) [6:33]

Suggested Reading:

8. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Chapter 2 (A Tradition of Regulations: Shedding Light on the paradoxes of the Languages of Secularism), P.21-42; Conclusion (An Invitation to Transcend the Secular/Religious Divide), P.140-151.
9. Bhandar, Brenna. 2009. "The Ties that Bind: Multiculturalism and Secularisms Reconsidered." *Journal of Law and Society* 36 (3):301-326.

Week 11: France

Themes: Private lives, Secular Publics

November 30

Required Reading:

1. **Case:** *SAS v France*
2. Beaman, Lori G. 2016. "Living together v. living well together: A normative examination of the SAS case." *Social Inclusion* 4 (2): 3-13.
3. Adrian, Melanie. 2015. "Outlawing the veil, banning the Muslim? Restricting religious freedom in France." *CrossCurrents* 65 (3): 371-379.
4. Fokas, Effie. 2018. "The Legal Status of Religious Minorities: Exploring the Impact of the European Court of Human Rights." *Social Compass* 65 (1): 25-42.

Required Viewing:

5. Interview/Video: [Natasha Bakht discussing SAS](#)
6. [Recorded hearing for SAS v France](#) [1:40:22]
7. [Journeyman Pictures: "Saving France's Secular Identity?"](#) [20:35]
8. [Al Jazeera: "France, secularism and hijab paranoia."](#) [10:57]
9. Film: *Mariam* [45:00]

Week 12: Conclusions and Wrapping Up the Term

December 7

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. *More information on the University's Academic Integrity Policy can be found at:* <https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://studentsupport/svpolicy>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations. <https://carleton.ca/law/current-students/>